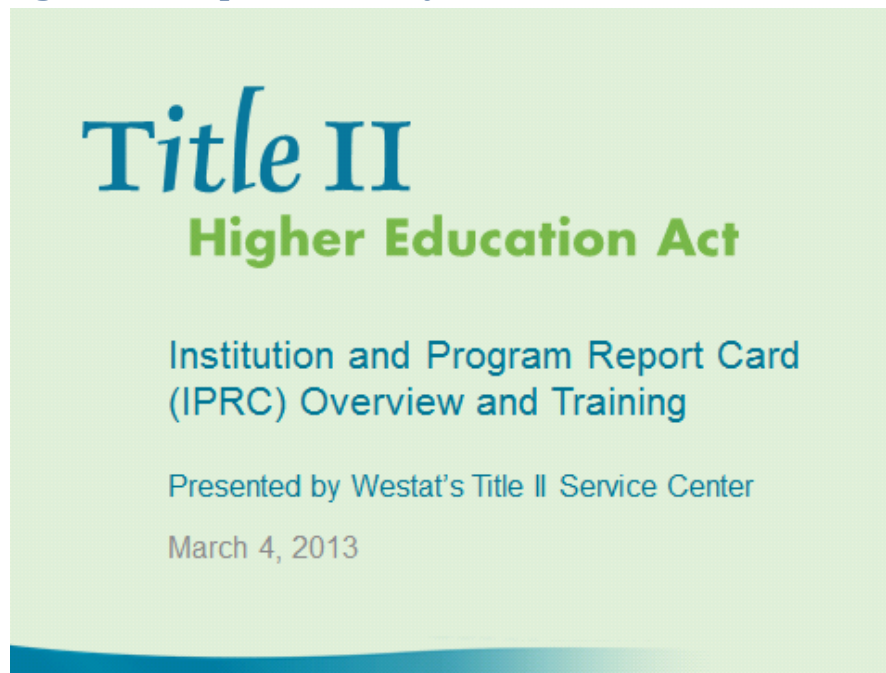


Q & A from the Institution and Program Report Card (IPRC) Overview and Training Webinar presented by Westat's Title II Service Center



General Questions

Q: Will we be able to access a recording of the webinar?

A: Yes. The recording of the webinar is available here: <https://title2.ed.gov/CoordCorner.asp>.

Q: How do I change my password?

A: The first time you log in to the IPRC reporting system, you will automatically be prompted to create a new password, in addition to updating your contact information and setting three security questions. To change your password, enter a new password into the "Password" box. Then, enter that same password into the "Confirm password" box, and click Save. To change your password any other time, click on the Account Information link from the left side menu. Enter a new password into the "Password" box and the "Confirm password" box, then click Save.

Q: We have a post-baccalaureate teacher licensure program in addition to our undergraduate teacher licensure program. Do I need to complete two separate reports - a traditional and alternative? If so, how do I get access to those two different reports?

A: Whether or not you need to submit two different reports depends upon whether or not one of your programs is considered an alternative route teacher preparation program by your state. If your undergraduate and post-baccalaureate programs are both considered traditional teacher preparation programs by your state, you would report them together in one report. If the post-baccalaureate program is considered an alternative route teacher preparation program, you would submit two reports; one traditional report for your undergraduate program, and one alternative report for your post-

baccalaureate program. Since alternative route teacher preparation programs are defined as such by the state, please check with your state coordinator to confirm the program type. If you need to add or delete a report, contact the Title II Service Center at title2@westat.com.

Q: Can you please clarify again between a traditional report and alternative report? Do all post baccalaureate programs that lead to initial licensure need to submit an alternative report?

A: Alternative route teacher preparation programs are typically programs that primarily serve candidates that are the teacher of record in a classroom while participating in the route. Alternative route teacher preparation programs are defined as such by the state, so if you are not sure about the program type for one of the programs within your institution, please contact your state coordinator. Some states consider certain post-baccalaureate programs as traditional routes, so not all post-baccalaureate programs necessarily submit an alternative report.

Q: Please explain what constitutes an alternative program.

A: See above.

Section I.a Program Information

Q: When entering our programs in Section I.a, should we differentiate between Secondary Math and Secondary History, or should we just enter Secondary Education?

A: Please enter each teacher preparation program offered by your institution. Please enter traditional programs in the traditional report, and alternative programs in the alternative report. If your institution has different programs for Secondary Math and Secondary History, please enter both.

Q: When entering our programs in Section 1.a, do we need to differentiate between our traditional program, accelerated BA program, and accelerated graduate program?

A: Yes. Please enter each teacher preparation program offered by your institution. Please enter traditional programs in the traditional report, and alternative programs in the alternative report.

Section I.b Admissions and Undergraduate/Postgraduate Requirements

Q: In Section 1.b, there are two questions about median GPA. Please clarify.

A: The first question (What was the median GPA of individuals accepted into the program in academic year 2011-12) is asking for the median GPA of individuals that were accepted into the program, at the time they were accepted (i.e., the median GPA of individuals *before* entering the program). The second question (What was the median GPA of individuals completing the program in academic year 2011-12) is asking for the median GPA of individuals completing the program (i.e., the final GPA of program completers).

Q: I have a question regarding the completion of program requirements (or exit requirements), and the question of criminal background and fingerprints. These are not institutional requirements for program completion, but they are STATE requirements for licensure. I have always thought a Title II completer was defined as successful completion of the program but not necessarily licensure. Am I correct? If a

student doesn't chose to get licensed, she/he will not get fingerprinted or perform a background check. Which should I report?

A: You are correct in your understanding of a program completer: a program completer is a person who has met all the requirements of a state-approved teacher preparation program, and is documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer. In responding to the exit requirements in Section I.b, please answer the questions in regards to the requirements for exit from your program (not in regards to the requirements for an initial teaching credential in your state). For example, if fingerprinting is NOT required for exit from your program, but IS required for an initial teaching credential in your state, you should answer "no" to that question since it is not an explicit requirement for exit from your program.

Q: Please clarify the following question in Section I.b Admissions: Does your initial teacher certification program conditionally admit students?

A: Some teacher preparation programs may conditionally admit students, or admit an individual into the program under the condition that the individual meets certain requirements (for example, a requirement that the individual maintains a certain GPA while in the program). If your program conditionally admits students, please check yes. If your program does not conditionally admit students, please check no. If you would like to provide additional information, please use the text box to expand on your answer.

Q: I accidentally began answering the questions in Section I.b Postgraduate Requirements, before realizing I should have left those questions blank since we do not have any programs at the Postgraduate level. I can't clear the answers, but I keep getting error messages. How should I proceed?

A: Since there is not currently a way to reset or clear radio buttons once something has already been selected, please just ignore any error message you might be getting on that page for now. Westat's Title II Service Center is working to resolve this so it will not affect certification in April.

Q: Our program has undergraduate and post baccalaureate students completing the program and taking courses side-by-side. We do not differentiate, and many times students will graduate with their BA midway through our Teacher Education Program, then return to complete just the certification program. How do we handle this when calculating mean GPA? In which section do we use data from these completers? And for Post Baccalaureate program participants, we primarily look at their undergraduate GPA which would not change between admission and exit

A: The first question that asks about the median GPA (What was the median GPA of individuals accepted into the program in academic year 2011-12) is asking for the median GPA of individuals that were accepted into the program, at the time they were accepted (i.e., the median GPA of individuals *before* entering the program). Please include all individuals were accepted into a teacher preparation program that leads to an initial teaching credential in AY 2011-12. Please report the median GPA of the undergraduate program participants in Section I.b Undergraduate Requirements. For undergraduate

program participants: depending upon when participants enter the program (i.e., sophomore year, junior year, etc.), this would likely be their GPA at the institution up to that point. Please report the median GPA of the post baccalaureate participants in Section I.b Postgraduate Requirements. For post baccalaureate program participants, this would likely be their undergraduate GPA. The second question (What was the median GPA of individuals completing the program in academic year 2011-12) is asking for the median GPA of individuals completing the program (i.e., the final GPA of program completers). Please include all program completers from teacher preparation programs that lead to an initial teaching credential. If a participant graduates with their BA but has not yet completed the teacher preparation program, do not include that participant in the median GPA for program completers. Only count individuals that actually completed the teacher preparation program in AY 2011-12.

Q: For admissions, we have different GPA requirements for different teacher education programs. Should we use the maximum or minimum GPA requirements?

A: If there are different GPA requirements for different programs within your institution, please provide an average, and then use the text box in Section I.b Admissions to list each program and the required minimum GPA for each.

Q: Do we count our transfer students in the median GPA? For example, a student is already at the IHE but transfers to Elementary Education as a junior during AY 2011-12. Also, should we count those students who transfer from another college or university at the point of entry?

A: Yes; please include all individuals who were accepted into the teacher preparation program in AY 2011-12, including transfer students from within the institution or from another institution.

Q: In Section I.b, when reporting the median GPA, do we use the GPA that the students had at the completion at the end of the academic year, or the GPA they had at the start of the reporting year?

A: The first question (What was the median GPA of individuals accepted into the program in academic year 2011-12) is asking for the median GPA of individuals that were accepted into the program, at the time they were accepted (i.e., the median GPA of individuals *before* entering the program). The second question (What was the median GPA of individuals completing the program in academic year 2011-12) is asking for the final GPA of program completers in AY 2011-12.

Q: Does a BA-MAT program--with certification resulting from the MAT portion only--count as an "Undergraduate" certification program or postgraduate program? Secondly, if the program is discontinued--only postgrad students left now, but originally BA-MAT students) do I even need to bother? Thank you!

A: Since the program participants all complete an MAT before earning the initial credential, this should be reported as a postgraduate program in Section I.b. Since there are still MAT candidates in the program, please do report on that program for the 2013 data collection. However, since the program is being discontinued, you will not need to report in 2014.

Section I.c Enrollment

Q: In Section 1.c Enrollment, should the count only reflect enrollment in initial teacher preparation programs? Should we count those students who are enrolled, or the students that are admitted into the program and enrolled?

A: Please count individuals that have been admitted into the teacher preparation program but have not yet completed the program. Please only count individuals that are candidates for an *initial teaching* credential. Do not count individuals who already hold a teaching credential and are adding an endorsement. Do not count individuals who are training to be principals, guidance counselors, or other non-teaching school staff.

Q: In Section 1.c Enrollment, the question simply asks for the enrollment numbers. Is that specific to undergraduate enrollment or are graduate and degree completion programs for initial licensure also included?

A: Please include all individuals who are enrolled in an initial teacher preparation program, which may include undergraduate and postgraduate programs. If your institution has both traditional and alternative programs, be sure to report individuals enrolled in traditional programs within the traditional report, and individuals enrolled in alternative programs within the alternative report.

Q: Can enrollment be based on fall 2011? If we do fall, spring, summer, there will be duplicates.

A: When calculating your enrollment, please include all individuals that were enrolled in a teacher preparation program leading to an initial teaching credential in AY 2011-12. Please do not count individuals twice if they were enrolled for more than one semester in the academic year.

Q: Do we include program completers for AY 11-12 under enrolled?

A: No. An enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program. Once the individual has completed the program, he/she is counted as a program completer rather than an enrolled student.

Q: When calculating enrollment, is it only for initial licensure, not additional or endorsement?

A: Correct - when calculating your enrollment, please include all individuals that were enrolled in a teacher preparation program leading to an *initial* teaching credential in AY 2011-12. Do not count individuals who already hold a teaching credential and are adding an endorsement.

Section I.d Supervised Clinical Experience

Q: In Section 1.d Supervised Clinical Experience, there are questions on the average number of clock hours required prior to and for student teaching. Are these questions looking for an average of elementary, middle, and secondary programs, because those programs might require different hours prior to student teaching and during student teaching?

A: Yes. Those questions are looking for the average number of clock hours of supervised clinical experience required prior to student teaching, the average number of clock hours required for student teaching. Please report the average number of required hours across all programs in your institution.

Q: For the question “Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff),” is each cooperating teacher counted as 1 FTE?

A: Yes; if the cooperating teacher is a full time teacher then he/she is counted as 1 FTE. The count is not based on how much time the cooperating teacher spends with the program participant; instead, the count is based on the actual number of full-time adjunct faculty (including IHE and PreK-12 staff) that are involved in supervising clinical experience.

Q: In Section 1.d, Supervised Clinical Experience, there is a question on mentoring/inducting support. Are we calculating hours for cooperating teachers or university supervisors?

A: The question on mentoring/induction support is looking for the average number of clock hours required for mentoring/induction support for participants in the teacher preparation program. Mentoring/induction support is the coaching and instruction that a candidate receives while serving as the teacher of record in a classroom. For traditional programs, there likely will not be any required mentoring/induction support, since the candidates in traditional programs are typically NOT considered the teacher of record in a classroom, and traditional programs tend to instead require student teaching and other forms of clinical experience. For alternative programs which offer pedagogy instruction and courses while the candidate is actually the teacher of record in a classroom, there may be a significant amount of mentoring/induction support required as part of their preparation program.

Q: Please explain how we come up with the number of FTE for supervising clinical experiences.

A: Supervising faculty are defined as all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program. When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program participants they are supervising or the number of credit hours their supervision represents. A full-time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE. PreK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher- candidates during their supervised clinical experience – in terms of spending significant amounts of time working with them – should be counted in the FTE faculty. We suggest three criteria, any one of which would imply inclusion in the count:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;
- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.

Section 1.e Teachers Prepared by Subject Area and Teachers Prepared by Academic Major

Q: For Section 1.e, Teachers Prepared by Academic Major, how do post-baccalaureate programs report in this section?

A: Teachers Prepared by Academic Major is asking for the undergraduate major for each program completer. Post-baccalaureate programs will report on the undergraduate degree of the program completers; the degree may have been obtained at the same institution, or at a different institution, and may or may not be related to the subject area in which the individual is prepared to teach in. For example, if an individual obtains an undergraduate degree in Journalism, and then goes to a different institution to complete a post-baccalaureate teacher preparation program for teaching Secondary English, the individual would be counted in the “Communication or Journalism” category for Teachers Prepared by Academic Major since that was the undergraduate major.

Q: In Section 1.e Teachers Prepared by Academic Major, wouldn't anyone that would be included in a non-education major area, such as chemistry, also be included in one of the teacher education areas?

A: No. Since this section is only asking for the undergraduate major, it is possible that an individual could have gotten an undergraduate degree in a non-education field (such as Chemistry) before entering a teacher preparation program. Only the undergraduate major would be reported in the Teachers Prepared by Academic Major section.

Q: For Teachers Prepared by Academic Major (Section 1.e), should the number of majors add up to match the number of program completers? Or, can individuals be counted in more than one major (for example, both Secondary Ed and Mathematics) which would not match the number of completers. Which is correct?

A: It is not expected that the sum of academic majors reported in Section 1.e would match up to the total number of program completers reported in Section 1.f. Some program completers will be counted more than once in the Teachers Prepared by Academic Major table because they double-majored, or because multiple academic majors on the list apply (for example, an individual who earns a degree in Teaching Secondary Mathematics would be counted in the “Teacher Education – Secondary” and “Teacher Education – Mathematics” categories). The same principle applied to the Teachers Prepared by Subject Area table.

Q: If I have a candidate complete a post-graduate program in math education but his undergrad preparation was in engineering, what academic major do I report?

A: If candidate completed your program in math education, but the undergraduate major was engineering, then you would report “Engineering” under Teachers Prepared by Academic Major since that was the actual undergraduate major. For Teachers Prepared by Subject Area, you would report “Teacher Education – Mathematics” since it is asking for what the individual is prepared to teach. It is not expected that the academic major and subject area will always be the same for an individual.

Q: In Section 1.e, Teachers Prepared by Academic Major, you said to enter the actual undergraduate major. I was assuming our Social Science majors, getting a degree in our Education Department, would be "Teacher Education - Social Science," and our undergraduate Chemistry Department majors with a concentration in Teaching would be "Chemistry." Was that incorrect?

A: In this scenario, it may be easiest to use what is actually written on the degree as a guideline. For the Social Science majors, if Teacher Education (or something similar) is written on the degree as part of the major or a concentration area included on the degree, or if it is counted as a double-major, then it is appropriate to put both (i.e., count that individual under "Social Sciences" as well as the applicable teacher education category). For the Chemistry majors, if the degree is in Chemistry and an individual adds a concentration in Teaching, again please use your discretion based upon what is actually written on the degree to determine whether or not to count a teacher education category as well as "Chemistry" in the count of academic majors.

Q: Why would we include the undergraduate major if it is not related to the program they are completing at our institution?

A: The Department has been clear in their guidance that post baccalaureate programs are to report the undergraduate major of the program completers. This allows for a comparison between the subject areas that individuals are prepared to teach in, the area of credential they earn, and the academic majors they obtained. Most of the time, the undergraduate major is the same as the subject area and the area of credential, but that is not always the case.

Q: If we have an accelerated initial teacher preparation program on the master's level for students who have a different undergraduate degree from education -- say business. Then they come to us for a master's degree in Secondary Education Biology. How do we list them in Section 1.e?

A: In this example, you would list the individual in the "Teacher Education – Secondary" and "Teacher Education – Biology" categories in the Section 1.e Teachers Prepared by Subject Area table, since those subject areas reflect the areas in which the individual is prepared to teach. You would list the individual in "Business" in the Section 1.e Teachers Prepared by Academic Major table, since that is the actual undergraduate major of the individual.

Q: What about double majors?

A: For individuals that earned double majors, it is appropriate to count them in more than one academic major category. For example, if an individual double-majored in Political Science and Secondary History Education, the individual would be counted in the "Political Science and Government," "Teacher Education – Secondary," and "Teacher Education – History" academic major categories.

Q: Please explain the "Academic Major" counting again for Post-Baccalaureate programs. Do I have to find out and count the undergraduate majors in addition to the graduate-level majors?

A: Teachers Prepared by Academic Major is asking for the undergraduate major for each program completer. Post-baccalaureate programs will report on the undergraduate degree of the program completers; the degree may have been obtained at the same institution, or at a different institution, and may or may not be related to the subject area in which the individual is prepared to teach in. For

example, if an individual obtains an undergraduate degree in Journalism, and then goes to a different institution to complete a post-baccalaureate teacher preparation program for teaching Secondary English, the individual would be counted in the “Communication or Journalism” category for Teachers Prepared by Academic Major since that was the undergraduate major.

Q: Are we answering these questions relative to the enrolled students or program completers?

A: In Section I.e Teachers Prepared by Academic Major and Teachers Prepared by Subject Area, please report the number of program completers in each category.

Section I.f Program Completers

No questions

Section II Annual Goals

Q: Do I need to add narrative goals for the 2012-2013 and 2013-2014 academic years, or just numerical goals?

A: You can only put a numerical goal indicating the number of prospective teachers your program plans to add for the teacher shortage area in that academic year. Entering text in that box will result in an error message. Please use the textbox if you want to provide additional information regarding your goal.

Q: If your institution did not have an institutional goal in one of the teacher shortage areas, it is incorrect to put 0 as the goal. The correct response would be N/A, but that is not an option since it has to be numerical. I imagine you'd enter 0 and write something in the explanation below, but will the 0 be interpreted correctly by those analyzing the data?

A: Title II of the Higher Education Act requires that institutions that conduct teacher preparation programs set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas. If your program does not prepare teachers in a particular shortage area, please indicate that for each academic year in that shortage area, and then leave the goal box blank. If your program does prepare teachers in the shortage area, it is required that you set and report on goals.

Q: In Section II Annual Goals – Special Education, I accidentally checked a response to whether or not I met the goal, but then realized I should have left that question blank since my program does not prepare teachers in Special Education. I cannot uncheck my response, and now I am getting an error message. What should I do?

A: Since there is not currently a way to reset or clear radio buttons once something has already been selected, please just ignore any error message you might be getting on that page for now. Westat’s Title II Service Center is working to resolve this so it will not affect certification in April.

Q: If the program is discontinued or in its last year, how much bearing does "not having goals" have?

A: If the program is discontinued or in its last year, you are still required to report on your goals from the previous academic year and the current academic year if you are still preparing teachers in that shortage area. However, you do not need to report on future goals. Instead of setting future goals, please check “no” to the question “Will your program prepare teachers in <teacher shortage area> in 2013-14?”

Section II Assurances

No questions

Section III Pass Rates

Q: Will pass rates be loaded into the report?

A: Yes. Westat will work directly with states and testing companies to obtain the pass rate files for each teacher preparation program. Once the final pass rate files have been received, Westat will load the pass rates into each report. It is estimated this process should be complete by mid-April 2012, at which time you should be able to view your institutions' pass rates.

Q: Pennsylvania has instituted new passing rates incorporating sliding scales based upon GPAs. How does this affect our pass rates?

A: Please contact your testing company to find out how this will affect your pass rates.

Q: We are in PA. I saw two "not passed" PECT scores for the first student on our list. Since then, the student has retested and passed. Do I have to do anything to be sure the new passing scores are recognized? I suspect this is not a question for you, but it is a concern. Thanks for any help you can give.

A: For individuals that have taken a test multiple times, the highest score is used for pass rate purposes. If you have additional questions or concerns about this, please contact your testing company.

Section IV Low-Performing

No questions

Section V Use of Technology

No questions

Section VI Teacher Training

No questions

Section VII Contextual Information

No questions

Section VIII Report Card Certification

No questions